

# **The WID Officers' Workshop:**

## **Building Expertise, Skills, And Linkages**

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# The WID Officers' Workshop: Building Expertise, Skills, and Linkages

(June 22-25, 1998)

by

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March 1999



## PREFACE

The WIDTECH Project, funded by the Office of Women in Development (G/WID) of the United States Agency for International Development (USAID), provides technical assistance and training to USAID bureaus and missions. From June 22-25, 1998, WIDTECH held a WID Officers' Training Workshop (WOW) in Rosslyn, Virginia. The workshop was planned and implemented by Hilary Sims Feldstein, WIDTECH Training Specialist, and Nancy Diamond, WIDTECH Consultant.

This workshop was the first such workshop for WID officers in more than five years. The goal of the workshop was to improve the capacity of WID officers to be a resource on WID and gender to their colleagues in Missions and Strategic Objective (SO) teams.

Many people helped to make the WOW a successful experience for the participants. Two USAID speakers, Emmy Simmons (Deputy Assistant Administrator, Center for Economic Growth and Agriculture Development) and Barbara Turner (Senior Deputy Assistant Administrator, Bureau for Global Programs, Field Support and Research), inspired WOW participants. Gender staff, advisors and consultants provided invaluable planning, sectoral and regional advice: G/WID staff (Margaret Lycette, Office Director; Muneera Salem-Murdock, Deputy Office Director; Virginia Lambert; Laurie Krieger; Susie Clay; Cate Johnson; Julia Escalona); WIDTECH Project staff (Rekha Mehra, Project Manager; Yvonne Chavis, Ingrid Arno; Marcia Greenberg; Joanne Spicehandler; Simel Esim; Mary Rojas; Nagat El-Sanabary); WIDSTRAT Project (Debbie Caro, Project Manager; Anne Fluere; Christina Rawley; Valerie Estes; Andrea Allen; Hannah Baldwin; Jane Hopkins) and other gender advisors and consultants (Barbara Rodes, WIDCOM; Gretchen Bloom, ANE Bureau; Pat Martin, independent consultant). We thank John Pettit of the Training Resources Group (TRG) for his able assistance in overall workshop planning and his informative, practical and energetic skill-building presentations on days three and four.

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## ACRONYMS

AFR	Africa Region
ANE	Asia and Near East Region
CDIE	Center for Documentation, Information, and Evaluation
CECI	Canadian Centre for International Studies and Cooperation
CIDA	Canadian International Development Agency
DG	Democracy and Governance
ECOGEN	Ecology, Community Organization, and Gender (a project of Clark University and Virginia Polytechnic Institute and State University)
EG	Economic Growth
ENI	Europe and the New Independent States Region
ENV	Environment
G/DG	Center for Democracy and Governance
G/EGAD	Center for Economic Growth and Agricultural Development
G/HCD	Center for Human Capacity Development
G/PHN	Center for Population, Health, and Nutrition
G/WID	Office for Women in Development
GDP	Gross Domestic Product
HCD	Human Capacity Development
IR	Intermediate Result
LAC	Latin America and Caribbean Region
NGO	Nongovernmental Organization
PACT	Partners Acting in Collaboration Together (an NGO)
PHN	Population, Health, and Nutrition
PLA	Participatory Learning and Action
PRA	Participatory Rural Appraisal
R-4	Results Review and Resources Request
REDSO/ESA	Regional Economic Development Services Office/East and Southern Africa
REDSO/WCA	Regional Economic Development Services Office/West and Central Africa
RFA	Request for Application
RFP	Request for Proposal
RRA	Rapid Rural Appraisal
SO	Strategic Objective
TRG	Training Resources Group
UNESCO	United Nations Economic, Social, and Cultural Organization
USAID	United States Agency for International Development
WID	Women in Development
WOW	WID Officers' Workshop

## INTRODUCTION

The Women in Development (WID) Officers' Workshop (WOW) was held June 22-25, 1998, at the Holiday Inn in Rosslyn, Virginia. The first two days of the workshop were devoted to discussion of gender issues within sectoral, regional, structural, and programmatic frameworks. The final two days focused on strengthening participants' skills in facilitation, strategic influencing, and presentation, all of which are critical for success in bringing attention to gender issues. To familiarize participants with the wealth of resources and information available to them, the Office for Women in Development (G/WID) sponsored a reception and poster session on June 23. Fifteen organizations with WID expertise and resources brought displays and materials to the reception, which approximately 150 people attended.

## GOAL AND OBJECTIVES

The WID Officers' Workshop was the first such workshop or training held in more than five years. The overall goal of the workshop was to improve the capacity of WID officers to be a resource on WID and gender issues for their colleagues in Missions and Strategic Objective (SO) teams. The specific objectives of the workshop were to improve participants' abilities to:

- ? Communicate information on USAID's Gender Action Plan and G/WID's strategies and resources effectively to other Mission staff;
- ? Identify when and how to select technical expertise;
- ? Report to their colleagues on best practices and strategies of other Missions for mainstreaming gender into their SOs;
- ? Use facilitation skills more fluently in a variety of situations; and
- ? Develop strategies to influence and build alliances within Missions and with partners to further the integration of gender into the work of the Missions.

These objectives were based on input received from participants through an extensive needs assessment and planning process. In November 1997, WID officers were asked what they would like to see in the workshop. Invitations were sent out in April 1998. Those who accepted the invitation sent in registration forms and assessments of their Mission's integration of gender. Some expressed interest in sharing experiences with their colleagues. Others were seeking sector-specific examples of the impact of gender integration and "how to" skills to convince Mission colleagues about the importance of gender issues. A few participants were seeking help in integrating gender issues into new Mission or regional programs. Others wanted to discuss strategies to empower women through democratic structures and through economic and educational opportunities.

## **PARTICIPANTS**

Nineteen women from 18 Missions attended the workshop. They shared a strong interest in WID issues and some de facto responsibility for integrating gender issues into Mission programming. Fifteen of the 19 women had no previous WID training. Although the majority of participants (14) were WID officers, the WOW group also included the team leader of a Women's Empowerment Strategic Objective, two regional WID advisors, and two monitoring and evaluation specialists. The terms of service for the WID officers ranged from five months to seven-plus years. Full-time WID duties were the exception (two participants at 80 to 100 percent of their time); most handled these responsibilities 5 to 50 percent of their time.

WOW participants came from all regions: Africa (Ghana, Guinea, Kenya, Madagascar, Mali, and Tanzania); Asia and the Near East (Indonesia, Nepal, and the Philippines); Europe and the New Independent States (Croatia, Lithuania, and the Ukraine); and Latin America and the Caribbean (Dominican Republic, Guatemala, Haiti, Paraguay, and Peru). The participants included 3 foreign service officers, 11 foreign service nationals, 1 former foreign service national, and 4 personal services contractors. (See Appendix 1 for a list of attendees.)

## **PROGRAM HIGHLIGHTS**

### **USAID COMMITMENT AND RESOURCES**

Three senior staff from the Bureau of Global Programs, Field Support and Research—Barbara Turner, Senior Deputy Assistant Administrator; Emmy Simmons, Deputy Assistant Administrator, Center for Economic Growth and Agricultural Development; and Margaret Lycette, Office Director, Office of Women in Development—discussed the high level of support for gender integration by the Clinton Administration, Secretary Albright, the State Department’s Office for International Women’s Issues, and USAID Administrator Brian Atwood.

They informed workshop participants that USAID’s commitment to gender issues is demonstrated by the Gender Plan of Action. The plan’s 15 actions support gender integration by building Agency capacity and providing staff incentives. These actions include requirements for new cooperative agreements and grants to consider gender issues and expertise; new job description criteria that solicit gender experience and expertise; support for mid-career WID fellows; and routine incorporation of gender issues into technical training. Two bureaus, Africa and Asia and Near East (ANE), already include attention to gender in their discussions of Results Review and Resources Requests (R-4s); one bureau, ANE, ties funding levels to Mission attention to gender issues. (See Appendix 2.)

### **BUILDING SECTORAL EXPERTISE AND REGIONAL LINKAGES**

Sectoral expert teams drawn from G/WID staff and contractors (WIDTECH, WIDSTRAT, and WIDCOM) prepared and presented short sectoral presentations in each of USAID’s sector areas (see Appendix 2). Participants were provided with a state-of-the-art compendium, a notebook of key documents pertaining to gender analysis and to practical gender concerns in the development sectors and in policy and programming (see Appendix 3 for the notebook’s table of contents). They also had the opportunity to discuss two specific issues of their choice with small groups made up of sectoral gender specialists and other WOW participants.

During one afternoon session and lunch another day, participants gathered into regional groups to discuss region-specific concerns, best practices, and workshop recommendations.

## **ADDRESSING GENDER IN MISSION PROGRAMMING, DATA COLLECTION, AND REPORTING**

WOW participants learned about and discussed a range of opportunities for addressing gender in Mission programming, data collection, and reporting. Workshop presentations and the notebook also included information on gender analysis tools and data resources. (See Appendix 2.)

### **BEST PRACTICES AND MISSION STRATEGIES**

Three senior participants—Wanjiku Muhato (Regional Economic Development Services Office/East and Southern Africa [REDSO/ESA]), Fatou Rigoulot (formerly of the Regional Economic Development Services Office/West and Central Africa [REDSO/WCA]), and Jane Nandy (Nepal Women’s Empowerment SO)—presented their experiences in integrating gender into Mission strategies and activities (see Appendix 2). This session was followed by a plenary discussion and regional dialogue on the supporting and constraining factors related to gender integration in Mission programming.

### **SKILLS BUILDING: FACILITATION, PRESENTATION, AND STRATEGIC INFLUENCING**

A skills trainer who has worked with USAID Mission staff for many years provided participants with lectures, notes, and practice in facilitation, strategic influencing, and presentation skills. Participants rated improvement in communication skills as the most effective tool gained at the workshop. Practical exercises in strategic influencing provided participants with an opportunity to analyze the supports and barriers in their own Mission and to make plans for catalyzing greater Mission attention to gender integration.

Strategic influencing requires a message. The page opposite illustrates the WID officers’ visions—posters that capture for each an important gender message.

## WHY BOTHER? GENDER DOES MATTER!

### Women's Rights are Human Rights

Recognition of women's rights leads to empowerment, independence, and self-esteem  
 + the "I can accomplish anything" attitude  
 + give a woman a fish and feed her for a day; teach her to fish and feed her for a lifetime

Resource rights are human rights

### Women's Political Participation Helps Build Democracy

Women's political participation helps build democracy

Successful democratization in Indonesia will depend on the active participation of women in the process

Getting women a seat at the negotiation table

Democratic governance = active participation (men and women)

If women can lead at home, they can lead the nation

Half the population, half a chance: 10 million Nepal women matter

### Addressing Gender Issues Is the Surest Way of Achieving Sustainable Development

Do you want development? Then integrate women into the programs

When women have their own income, the family lives better

Ukrainian women entrepreneurs need *your* help

Development is ... better life, equally for women and men

Helping women help themselves is the most effective—and cheapest—development strategy

No food security without women's production

Integration of women into the process is vital to sustainable development

### It's Time to Cure Gender Blindness

## **SUMMARY OF WORKSHOP LESSONS**

### **SUPPORT FROM THE TOP**

Strong support from the director and deputy director in the Mission and from Agency senior management is critical to the successful integration of gender in Mission programming.

### **GENDER INTEGRATION AS A GOAL**

WID officers can provide support and coordination. By identifying the people-level dimensions of proposed strategies and activities, they can pinpoint important opportunities for gender integration. WID officers need to be realistic about what they can do under current circumstances (e.g., designated time available for WID work, Mission and Embassy resources, allies, opportunities, political climate) and with existing partners (i.e., host country, U.S., and local partners). Together with G/WID and others in the Mission and region, WID officers can initiate, educate, pursue and follow up, challenge, encourage, praise, and reinforce.

### **AVAILABILITY OF G/WID RESOURCES**

Participants recognized that they have the resources, both technical experts and information, to help them in their work. At the workshop, they were exposed to these resources at presentations and through the WOW notebook. They also had the chance to meet other technical experts at the reception and poster session on June 23. Participants also learned that G/WID is formulating a new information/communication service activity, and WIDTECH is compiling a sectoral gender database.

### **FEASIBILITY AND USEFULNESS OF SEX-DISAGGREGATED DATA COLLECTION**

It is not difficult to set up the collection of sex-disaggregated data. Capturing gender integration in quarterly reporting is possible and useful for tracking Mission achievements. Improved sex-disaggregated data collection in Mission activities, small focused studies, and use of technical expertise will help achieve program results.

### **COMMUNICATION GAP BETWEEN WASHINGTON AND THE MISSIONS**

The most important message that participants conveyed to workshop organizers and G/WID is that the evident commitment of the Agency staff in Washington is not being heard at many Missions. At the Mission level, commitment comes from individuals—sometimes Mission directors, sometimes other staff. When there is strong, unequivocal support from a Mission director or senior staff, integrating gender to achieve Mission results is more likely. Unfortunately, this situation depends on individuals rather than institutionalized motivation.

## PARTICIPANT RECOMMENDATIONS FOR FUTURE ACTIONS AND OPPORTUNITIES

### GENERAL RECOMMENDATIONS

**Gender integration equals results.** Gender integration is an objective of USAID activities precisely because it leads to development results and sustainable development. Programs, projects, and policies are said to integrate gender concerns (1) if they identify how gender factors affect the program/project/policy outcome or impact and (2) if they are designed and implemented to ensure that, despite these factors, men and women can participate in and benefit from program/project/policy outcomes or impacts equitably. Development results are unlikely to be sustainable without the full participation of women and men. USAID senior management fully supports this objective. This support needs to be understood by all Mission staff and partners.

**Gender integration is a team effort.** Gender integration into Mission programs is not a one-person job. It is part of everyone's job—each Mission staff member and USAID-funded partner—to ensure that clients, both male and female, are planning, managing, benefiting, monitoring, and evaluating Mission programs. Mission WID officers have been quite resourceful and done an admirable job to date, despite many limitations. A WID officer can serve as a focal point, catalyst, coordinator, and resource; however, he or she is not solely responsible for gender integration.

**Practices for gender integration need to be institutionalized.** Too often Mission success in integrating gender is the result of individual leadership by a Mission director or team leader rather than a group effort or an institutionalized process. Senior Agency and regional bureau management and G/WID need to take steps to ensure that gender integration proceeds, regardless of the presence of key individuals.

**G/WID is a catalyst for Mission efforts.** Although G/WID is taking the lead on integrating gender, it must rely on teamwork to extend its limited resources and implement the Gender Plan of Action. G/WID can serve as a focal point, catalyst, coordinator, and provider of technical expertise for the Agency. Missions and bureaus, however, can leverage these resources with their own funds—from Missions and partners—to integrate gender issues into their programs.

### RECOMMENDATIONS ON STRUCTURAL/ORGANIZATIONAL ISSUES

**Sending the message.** Regular communication of USAID's senior-level commitment for gender integration and reinforcement of this message to senior bureau staff and Mission directors, staff, and partners can further the integration of gender at the field level. In particular, Mission management and staff need more information from USAID senior management about the implications for Mission programming of the Gender Plan of Action and the availability of resources. More dialogue is needed between senior management and

Mission directors on the importance of gender issues. Annual Mission directors' conferences and meetings may be one opportunity for including discussion of the Agency's commitment to gender issues. The message could be reinforced regularly through various communication channels (e.g., cables, *Frontlines* articles, bulletins from Global Bureau Centers). In addition, when Mission directors take up new postings, they could meet with G/WID's and USAID's senior management to be briefed on the expertise and resources that are available to support their efforts in integrating gender issues into their programs. Ambassadors can also play important roles in supporting Mission directors' gender integration efforts.

**Regional bureau support.** Regional bureaus help set the tone for gender integration in Missions. From R-4 guidance, to support for regional WID/gender advisors in Washington or the field, to incentives and training related to gender issues for Mission management and staff, the regional bureaus can create a positive climate for gender issues.

**Leadership from Mission management.** If Mission management send staff a clear signal of their active support for gender integration, this will help WID officers do their work more effectively. Front office support results in more resources being made available for technical expertise, more support to the initiatives of WID officers, and better gender integration early in the design of results packages and activities rather than during last minute review. Senior management, regional bureaus, and G/WID could recognize Mission achievements in gender integration with appropriate rewards.

**Incentives and resources.** Missions might consider providing incentives to SO teams for integrating gender issues. For example, they could make resources available for technical gender expertise or relevant focused studies. Missions may want to highlight staff accomplishments related to gender integration into Mission programs as part of the annual performance review for Mission senior management and technical staff. In addition, when hiring new Mission staff, the Mission could add an element to the scope of work on expertise/experience with gender issues.

**Sharing the responsibilities.** Missions may want to experiment with various options for spreading the responsibility for gender integration. For example, the Mission may want to have a WID/gender representative on each SO team or a gender committee with representatives from all Mission SO teams. Gender integration responsibilities might be assigned to SO team leaders or members or to a Mission. The WID officer and Mission senior management can identify allies and potential allies within the Mission and then build core support for gender integration. A small e-mail gender group could also be formed to share news and tips.

**Empowering WID officers.** All too often, the person assigned to be the WID officer lacks status and clout within the Mission and on SO teams. Some WID officers have been asked to add this job to an already full set of responsibilities, and their roles and the requirements are not always clear. Others actively seek this position as an opportunity to work on what interests them. WID officers' orientation often consists of a box of old gender-related materials and files from the previous WID officer. Although their interest is strong and they may have done related work in the past, many have not received formal training on gender

issues. They do not know where to turn for assistance or peer support. Most feel quite isolated.

To empower WID officers and make them more effective, Missions might consider decreasing their other responsibilities, clarifying their roles and responsibilities as WID officers, and providing them with resources for local studies to support Mission SOs. When WID officers are in monitoring and evaluation positions or units, they can help to integrate gender into those activities and establish how gender issues relate to and are important to specific objectives. They can provide similar help in integrating gender when they serve on at least one SO team. In addition to training, many WID officers are interested in regular communication/networking, through a list serve or chat room, with G/WID and other WID officers.

**Creating a Mission WID/gender strategy and reviewing progress.** Missions may want to consider articulating a WID/gender strategy that clearly describes the roles and responsibilities of the WID officer, the SO members, and the Mission director and that establishes sector-specific objectives to guide SO team work. Under reengineering, Missions are not required to do an annual assessment specifically focused on how the Mission is addressing gender issues or to do systematic gender planning. Missions should consider routine self-assessments of their progress on gender-related issues.

**In-country gender linkages.** Missions may want to consider creating other in-country linkages to improve gender integration and increase the participation and empowerment of women. In some countries, the Mission WID officer and the ambassador are working together and using the ambassador's fund for small grants to support gender issues and women's groups. One country has a gender working group among U.S. agencies; many Missions are involved in donor gender working groups. Gender expertise and women's groups can be identified through customer surveys.

**Scopes of Work (SOWs) and Terms of Reference (TORs) and partner relationships.** In Mission contracts, grants, and amendments, Mission staff have opportunities to require partners and consultants to report on gender issues or develop expertise related to gender. Both push and pull are important. It also is useful to appeal to the partners' interests, showing how and why gender integration will contribute to their results. Ownership of gender issues and integration depends upon convincing the SO team, building consensus with partners about how to improve their work (e.g., planning, operationalizing, strategy selection), and putting reporting requirements about gender into contract amendments and new agreements. In some situations, tailored partner training in gender issues may be required. For performance-based contracting, gender integration factors can be built into the measures for assessment of performance. Procurement officers can be trained in the Gender Plan of Action and its requirements. Host country governments and nongovernmental organizations (NGOs) also can be encouraged to voice their commitment to gender issues. For sustainability, USAID needs to be supporting the catalytic and advocacy efforts of local ministries and NGOs to work with other ministries on gender issues.

**G/WID's roles, resources, and responsibilities.** With limited resources, G/WID offers technical expertise, resources, and training related to gender integration through the WIDTECH and WIDSTRAT projects. G/WID technical assistance can go much further if Missions share expenses (such as buy-ins or travel and per diem costs for gender specialists). G/WID also should continue to build a systematic dialogue with Mission directors and WID officers (e.g., five contacts per month), particularly with new directors and officers. WOW participants were very interested in future electronic linkages that would have information on best practices, lessons learned, and source of funding for proposals from women's groups and that would have chat rooms for dialoguing and list serves for electronic conferences. They also requested that G/WID advisors fill in for Mission WID officers during their annual leave.

## **RECOMMENDATIONS ON PROGRAM ISSUES**

**R-4 opportunities for gender integration.** To encourage the integration of gender into the R-4, USAID and regional bureau senior management could create financial or other incentives for Mission senior management and staff. Guidance on R-4s from regional bureaus can consistently and routinely include attention to gender issues. R-4s require a tremendous amount of effort on the part of Mission technical staff. They also are a source of frustration. Sometimes, Missions with gender accomplishments find themselves editing out gender issues to meet strict page limits. More often, gender is forgotten during the planning period, baseline establishment, and reporting period. Moreover, indicators do not reflect people-level results and cannot be disaggregated to show results in terms of gender. Gender issues, however, can be included in the R-4 narrative (overview and request for resources), text boxes, pictures, tables, and annexes. Cables are another option for reporting on how gender contributed to the Mission's accomplishments.

**More than sex-disaggregation of indicators.** To be more effective, Mission WID officers and other gender advisors need to be involved in more than just indicator revision or R-4 preparation. As SO team members, WID officers have the chance to give continual constructive input on gender issues related to SO planning, implementation, monitoring, and evaluation. Yearly Mission reviews of results and indicators are the opportunity to revise activities to ensure that the relevant gender elements are incorporated into future activities. Performance monitoring plans can specify how sex-disaggregated and other gender relevant information will be collected. Sector assessments, sector-specific gender strategies and objectives, and customer identification and interviewing (male and female) are important opportunities for input on gender issues. WID officers could also be involved in drafting sectoral SOWs and TORs to request information or skills related to gender issues.

**Data.** In general, WID officers need more access to sex-disaggregated data. If available, data often are not used to improve programs. WID officers often are not trained to work with these data. Too little money is allocated to research, assessments, studies, and evaluations. Limited existing resources for collecting sex-disaggregated data could be stretched if all partners were "on board" with sex-disaggregated data collection.

**Getting the word out.** Greater efforts by G/WID, Global Bureau Centers, and Missions to disseminate success stories, lessons learned, and best practices in routine and special publications will help Missions learn from each other. Case studies could be used to create a dialogue among Mission staff about strategic options for gender integration.

**Gender-led and gender-integrated programming.** At Mission, regional bureau, and Agency level, greater dialogue is needed about issues related to women’s empowerment and gender-led programming and gender-integrated approaches. Some Missions are experimenting with gender-led programming, as are some donors, and USAID should discuss the appropriateness of different strategies for different countries and programs.

**Gender opportunities at sector-specific meetings.** Routine sector-specific meetings for regional or Agency staff provide opportunities to address gender integration by sector, either through separate sessions or through inclusion at various points in the agenda.

**Taking advantage of new government laws, policies, or signatory conventions.** Missions and WID officers need to be alert to new government laws or policies (such as new quotas for elected female politicians) and recent host country signings of regional or international conventions (i.e., Beijing). These situations are excellent opportunities to increase dialogue with both host country governments and USAID partners on improving the participation of women or addressing gender issues in existing or new activities.

**Improving the participation of women in training.** Mission directors and deputy directors should consider including the WID officer in the selection team for participant training. As a team, they need to make choices about quotas for women and the consequences for host country institutions if female quotas are not met (e.g., future reductions in training funds).

## **RECOMMENDATIONS ON SKILLS ISSUES**

**WID officers.** Because WID officers are drawn from different job categories within the Missions, their technical skills on gender issues vary widely. Thus, training must be geared to groups at similar skill levels. Sectoral training is more helpful than general training, and WOW participants appreciated the time set aside for this. The workshop included training in personal skills related to communication, strategic influencing, and presentations; WOW participants were uniformly enthusiastic about this part of the workshop (“my most effective skills gained at the WOW”). All participants expressed interest in regular in-depth workshops and training to develop their gender analysis skills.

**Mission staff.** WOW participants recommended that in future training sessions WID officers attend along with one or more SO team members since their SO colleagues generally do not know how to integrate gender issues. Mission contracting staff need training related to the new requirements of the Gender Plan of Action. At the Mission level, a critical mass of staff with skills to deal with gender issues would be helpful to generate interest in gender integration.

**Mission management.** WOW participants pointed out that the success of gender integration in Mission programs depends largely on the leadership of Mission directors and senior managers. Participants, therefore, recommended that gender-based information, expertise, and forums (such as workshops and seminars) be readily available to Mission directors and senior managers.

**APPENDIX 1**  
**WOW PARTICIPANT LIST**



**WOW PARTICIPANT LIST**

<u>Name</u>	<u>Mission</u>
Wanjiku Muhato	USAID REDSO/ESA
Holly Ferrette	USAID Indonesia
Kimberlee LeBlanc	USAID Ghana
Jane Nandy	USAID Nepal
Fatou Rigoulot	formerly with USAID REDSO/WCA
Linda Bernstein	USAID Ukraine
Gloria Rios Rotela	USAID Paraguay
Shelagh O'Rourke	USAID Haiti
Violeta Bermudez	USAID Peru
Claudia de Pastor	USAID Guatemala
Diana Putman	USAID Tanzania
Maimouna Dienapo	USAID Mali
Zo Randriamaro	USAID Madagascar
Liliana Gil Boiton	USAID Guatemala
Irena Kibickaja	USAID Lithuania
Marina Taveras	USAID Dominican Republic
Teresa Muraya	USAID Kenya
Fatima Verzosa	USAID Philippines
Mary Anne Walker	USAID Croatia

**APPENDIX 2**  
**GENDER PRESENTATION HIGHLIGHTS**



## A. Overview of Gender Analysis (Hilary Sims Feldstein)

- *Gender-based roles, responsibilities and resources* are flexible and are often adjusted to: (1) meet household or national economic needs; (2) respond to availability of new technologies; (3) take advantage of new opportunities; and (4) adapt to changing production patterns.
- *Gender analysis uses sex-disaggregated quantitative or qualitative information* to understand women's and men's respective roles, responsibilities, and resources. This type of analysis looks at productive, reproductive and community activities and examines gender-based access to and control over productive resources. Some frameworks assess practical and strategic needs of women and men. Some focus on how gender interests and needs differ among sub-sets of women and men (e.g., stakeholders and social groups). No single gender analysis framework is appropriate for all situations. Four frameworks were discussed: the Harvard Framework (Mary Overholt et al.); Gender Planning (Caroline Moser and the Development Planning Unit, London and Molyneaux); Canadian International Development Agency (CIDA); and Save the Children.
- *Gender analysis can be conducted for households, communities and institutions*, and each level employs a different mix of research methods. Household analysis can measure the actual distribution of economic and social program benefits. Community analysis provides information on participation and representation in community decision-making. For institutions, the focus is on both human resource and program issues. Organizational policies, values, and resource allocations are revealed by the number and position of women staff, and the adequacy of programs for addressing or including women and men.
- *Gender analysis can be used as a planning tool*. It is adaptable to different sectors or technical areas and can be conducted by people from different backgrounds. Gender analysis helps to: (1) define basic gender issues and identify stakeholders in a sector, (2) set objectives (see below) for programs and projects, and (3) plan how activities will be implemented. The results of a gender analysis can be used to identify and achieve different objectives related to: (1) equity, (2) efficiency or effectiveness (related to achieving project results or to women's investments in family well-being), and (3) empowerment (i.e., economic, political, social). Gender analysis can help to screen proposed activities for their likely gender impacts. Gender analysis can lead to practical insights about activity implementation related to women's and men's participation, involvement in decision-making and further information needs (e.g., baseline data).
- *Current issues related to gender analysis* include discussions of whether to use gender integrated versus women-focused approaches; how to interpret data from female heads of household with respect to its generalizability and its usefulness as an index of poverty; ensuring gender sensitivity and issues are included in participatory approaches to appraisal and planning; and gender issues related to organizational change.

## B. Gender and Democracy and Governance (Marcia Greenberg)

- WID officers need to be able to explain to the democracy and governance (DG) officers in their Missions that integrating women into their DG programs will strengthen these activities. Rather than being seen as an American-imposed ideology, gender integration needs to be seen as a way of addressing strategic needs in fledgling democracies and responding to host country interests. Four symbols were suggested to illustrate the ways in which women may contribute to democracy: faces, hearts, brains and hands.
- *Faces*: The neutral terms used in the analysis of democracy and its stakeholders, such as citizens, constituents, voters, leaders, mayors, and representatives, often lack “faces.” We need to put faces with those terms and determine whether women are among them so that we ensure that democratic decision-making is truly broad-based and participatory. By putting faces with these neutral terms, people become aware of who is represented and whether women and others who may be left out of the system—such as ethnic groups, older citizens—are included in democratic processes.
- *Hearts*: The “heart” symbol signifies the need for people to put their hearts into democracy work and the need to engage those who are most committed to democracy work. Whether it be a question of building consensus for a new constitution in post-conflict environments or establishing an effective rule of law, women are likely to put significant heart into those issues. Women may be more committed to establishing a functional and equitable judicial sector precisely because they lack the two alternatives to law: guns or money. Because the DG Center already recommends that Missions identify which individuals and group are effective allies or partners as part of country democracy sector assessments, Missions should be reaching out to women and women’s NGOs.
- *Brains*: The third issue is “brains,” which signifies the genuine and informed thinking process that is essential for effective democratic processes. Democracy will fail without informed citizens—both women and men. If we simply count people—e.g., women who vote or participate in a workshop—then we miss the qualitative aspects of citizen involvement. Democracy will be fundamentally strengthened when we challenge whether women are getting the knowledge and information that they need to effectively participate in their local and national political systems.
- *Hands*: The linked “hands” represent partnership. There are an increasing number of women partners in host countries and government Ministries of Women and post-Beijing Committees. There is an ever-growing and effective variety of women’s NGOs, or women within NGOs. WID officers may suggest to DG teams in their Missions that insofar as they would like to be demand-driven, they need to consider demands from women.
- Discussion following the presentation included mention of how alternative groups, such as a women’s health NGO in Nigeria or the media, can be used to highlight or increase women’s involvement in civil society. The customer surveys are one means for USAID Missions to put faces on people.

### C. Gender and Economic Growth and Agricultural Development (Jane Hopkins)

- USAID has pursued a two-part strategy for economic growth with policy reform and growth on one side and microenterprise development (for poverty reduction) on the other side. Success in policy reform is usually measured in terms of gross domestic product growth. Increasingly there are efforts to re-link growth and poverty reduction, but the linkages vary by region and country. For example, Kenya has to grow twice as much as Thailand for the same amount of poverty reduction.
- In the overall poverty reduction debate, there are some emerging trends: (1) increased acceptance by those who are not economists that *growth is necessary*; (2) increased acceptance by economists that *growth is not sufficient*; (3) increased emphasis on growth with equity (e.g., which growth pathway is being chosen, roses or beans, and who is directly involved?). For women and the poor to produce wealth, they will need access to information, access to and control over productive resources, and freedom of resource allocation and mobility.
- Two shifts have been influenced by gender research. From a gender specialist's standpoint, there is an increased shift from "welfare-oriented" approaches to "production-oriented" approaches. There is a shift from looking at the impact of policies upon women to women being seen as inputs to growth and production. From an economist's standpoint, there is an increased shift from reliance on the unitary household model to the collective/bargaining model of households. The implication is that gender-based constraints to economic growth are being seen as affecting a country's overall *prospects* for efficiency, growth, and sustainable development. In addition, *gender analysis* must be built into the *strategic planning process* (not just at the implementation stage).
- Important economic trends influencing this discussion include: globalization (i.e., markets, trade, information); increased private sector flows to developing countries and decreased levels of development aid; and privatization. At USAID, opportunities for action include stronger links between economic growth and democracy and governance and public-private-community partnerships.
- Discussion with participants focused on how to improve participation and production by the poor. One strategy is to locate new economic activities where the poor live; if rural, then choose options suited to the needs and resources of the poor, such as specific enterprises of lower value. For example, nontraditional agricultural exports in Uganda might focus on beans grown by many small farmers versus roses grown by farmers with a larger resource base and advanced technologies. Other questions related to impact indicators, the improvement of indigenous women's access to credit and technical assistance, strategies that balance women's reproductive and productive roles and improvement of women's access to land and other resources.

#### D. Gender and Environment (Mary Rojas)

- Environmental issues are indeed social issues and gender plays a vital role. The environmental problem is the entry point and gender naturally follows.
- Recent work on behavioral incentives suggests that men and women are motivated to protect their environment because of the following interests: survival, health, income and maintenance.
  - *Survival.* As Vandana Shiva, an environment activist from India writes, “Women within the third world are dependent on nature for drawing sustenance for themselves, their families, their societies. The destruction of nature thus becomes the destruction of women’s sources for staying alive.”
  - *Living and working in a healthy environment.* Women in Santiago de Chile daily wet down their sidewalks to control dust, an airborne pollutant, that causes respiratory disease in their children. Women are central to caring for the health of their children and families, and their household obligations lead to a concern for their environment.
  - *Protecting livelihoods dependent on natural resources.* In Guatemala, where land was depleted through chemical fertilizers and erosion from coffee crops, the land is being restored as both men and women learn to grow organic, shade tree coffee.
  - *Maintenance and determination to restore and rehabilitate what has been harmed.* Much of environmental feminism and ecofeminism is built around building a relationship to nature that restores, rehabilitates and protects the natural world. A classic example is the Greenbelt Movement in Kenya where primarily women establish public green belts of trees and fuelwood plots.
- Gender as a social issue plays a vital role in community participation especially when community approaches can act against women’s interests. For example, women often have a small political presence on community councils; public meetings often are perceived as male spaces and local organizations and institutions may be based on male hierarchies. USAID can support communities and women by encouraging women’s leadership and inclusion in environmental decision-making. We need to address the constraints women face in creating sustainable livelihoods based on effective management of natural resources by focusing on how these constraints are tied to hierarchies in institutions and to policies that shut women out.
- Discussion with participants focused on how to include more women in environmental education. One starting place can be a review of the environmental education materials for images of women and inclusion of gender issues.

## **E. Gender and Human Capacity Development and Girls' and Women's Education (Nagat El-Sanabary)**

- Research has shown that female education results in improved nutritional and health status for women and children; reduced infant, child and maternal mortality; reduced fertility rates; and improved life expectancy for women. Educated mothers are better prepared for employment and entrepreneurship and participate more actively in household decision-making and community leadership. They hope for higher educational opportunities for their children (especially their daughters). Economists at the World Bank now declare that girls' education may be the best investment that a country can make in its development.
  
- Despite this evidence and the major worldwide advancements in reducing the gender education gap, girls and women remain “the largest single category of people denied equality of educational opportunity” in many countries. Nearly a quarter of the girls of primary school age (85 million) are estimated to be out of school, as compared to one sixth of the world's boys (60 million) (United Nations Economics, Social, and Cultural Organization (UNESCO) World Education Report, 1995). Nearly two-thirds of the world's illiterate adults (565 million) are women, with most living in the developing regions of Africa, Asia and Latin America. Women continue to be concentrated in the nonformal economy and their share of national income is very low in all developing countries.
  
- In July 1997, Administrator Brian Atwood announced the new Education Goal for USAID: “human capacity built through education and training.” The Center for Human Capacity Development has two Strategic Objectives related to this goal: “access to quality basic education, especially for girls and women expanded” (Strategic Objective 1) and “the contribution of institutions of higher education to sustainable development increased” (Strategic Objective 2). Greater attention has been given by all USAID Missions to education and training, with increased emphasis on addressing the needs of girls and women. USAID and its partners are focusing attention on three key areas described below.
  - Increasing girls' access to, persistence in and completion of quality basic education is accomplished by addressing constraints at the household and community levels, as well as school-based constraints, to girls' access and completion of basic primary education. Successful interventions include opening community schools; training adequate numbers of female teachers and administrators; instituting a gender-sensitive curriculum; training policymakers, educators, parents and community members in gender awareness; providing a safe school environment that is free from sexual harassment and abuse; and providing scholarships and fee waivers.
  
  - Providing girls and women with marketable skills to increase their earning capacity in the formal or nonformal economic sectors such as income generating skills and improved access to and participation in math, science and technological fields;

increased women's participation in host country and foreign training; higher levels and quality of training; and women's leadership training in various economic sectors.

- Establishing synergy between education and other development objectives since female education is a foundation to success in all other sectors such as Population, Health, and Nutrition (PHN), Economic Growth and Agricultural Development (EGAD), Environment (ENV), and Democracy and Governance. USAID/Nepal's Women's Empowerment Strategic Objective (SO 3) is one successful example of how these synergies were created.

#### **F. Gender and Population, Health and Nutrition (Joanne Spicehandler)**

- Lead areas of the PHN sector include: (1) family planning, (2) safe pregnancy care, (3) sexually transmitted diseases and HIV/AIDS (women are the fastest growing number of AIDS cases and have twice the rate of infection as men), and (4) child survival.
- Six important current gender issues for PHN include: (1) women and HIV, (2) maternal mortality, (3) early childhood/early marriage (e.g., poor nutrition, female genital cutting), (4) violence against women (one-third of women in the world are subjected to unwanted sex); (5) sexuality and gender identity, and (6) pushing certain contraceptives versus contraceptive choices.
- USAID supports several activities related to gender and PHN issues. For example, there is a Gender Working Group in the Center for Population, Health and Nutrition. USAID supports ReproSalud, which promotes a participatory approach to women's health. Some activities related to female genital cutting are being supported, including the assignment of a new fellow for this issue in G/WID. Attention also is being given to sexual trafficking. Many Missions work with grassroots women's NGOs on reproductive health issues.
- Participant questions ranged from issues related to linkages between maternal mortality and HIV infection to women's empowerment to PHN policy and gender linkages to male involvement in family PHN issues.

#### **G. Strategic Opportunities for Mission Gender Programming (Anne Fleuret)**

- When the collection and analysis of information on gender issues and constraints is an integral part of monitoring and evaluation, operating units can make informed management decisions and ensure sustainability and greater impact. Monitoring and evaluation of performance are USAID's primary tools for assessing progress in the achievement of strategic objectives. Monitoring and evaluation guide programming, resource allocation decisions, and results reporting to stakeholders. A Mission's performance monitoring plan can be used as a management tool that identifies successes and failures and provides information on strategic directions to pursue to maximize results.

- Gender indicators are relevant wherever people-level or organizational units are part of the activities required to reach a strategic objective. At times, although discrete indicator data are not yet available, there may be success stories to be told. Also, there may be opportunities to begin the collection of sex-disaggregated baseline data relevant to management changes in programs and activities or the development of a new strategic objective.
- R-4s are the focus point for USAID reporting. In addition to indicators, there are a number of other opportunities for reporting gender-related activities and intermediate results: (1) Factors Affecting Country Performance Section (no page limits in 1998), (2) SO Narratives, (3) Results Frameworks, especially graphs, diagrams and charts, which show the underlying logic of SO, IRs, and indicators, including gender-sensitive indicators not reported on in text or tables, (4) performance data tables, especially where they provide detailed information on indicator definition, source, method, and frequency of data collection, and (5) optional text or photo boxes. WOW participants added that it is also important to include gender issues in the Overview and Request for Resources sections, particularly to “red flag” the important gender issues that will influence the program. Where there is a lack of adequate data, then this absence needs to be raised, and funds need to be found for collecting sex-disaggregated data.
- In addition to the R-4s, strategic opportunities for gender integration exist in other Mission documents related to planning, achieving and judging: (1) the Country Strategic Plan (gender is ideally integrated in this document from the beginning, especially in the problem analysis section) , (2) Customer Service Plan (an excellent opportunity to get gender in on “the ground floor”), (3) Performance Monitoring Plan (which might include women’s focus groups as part of annual monitoring), (4) Sector Assessments (a critical opportunity to include the opportunities and constraints to women’s participation), (5) Evaluations (a structured analytic examination of a program or activities to answer specific management questions and link gender issues to results), (6) Special Studies (such as baseline surveys, investor roadmap studies and centrally funded research such as PROWID projects), and (7) Reporting Cables such as those describing USAID/Kenya’s Women’s Empowerment Strategy and USAID/Guinea’s Annual Report on Gender Accomplishments.

#### **H. Gathering and Using Sex-Disaggregated Data (Nancy Diamond)**

- There are a number of strategies for gathering and using sex-disaggregated data. Start by considering four questions: (1) do we understand the actual situation for women and men for this sector, (2) do we know where we want to be—what are our desired gender outcomes/objectives/goals, (3) will the project strategy/results framework lead us to these gender outcomes, and (4) what should we monitor and evaluate and how? Sex-disaggregated data can be collected during the project cycle (planning, baseline and periodic monitoring, adjustment and evaluation) or for sector reviews.
- Deciding on desirable gender outcomes for a particular sector requires that we think “outside the (project/program) box.” For men and women, these outcomes are related to

either increasing participation or increasing benefits/empowerment (i.e., social, economic, political). For programs/projects not focused on individual results, consider setting goals and defining how household, group, community or institutional benefits will reach both women and men. Increasing participation, benefits and empowerment is likely to involve removing constraints. At a minimum, you should ensure that you do not further decrease low levels of participation and power.

- Next, identify possible gender-related indicators, both qualitative and quantitative, for your gender outcomes. Once selected, these gender-related indicators for your desired gender outcomes need to be reconciled with your other program/project sectoral indicators. CIDA categorizes five indicator types: (1) risk/enabling indicators measure the influence of external factors on the project; (2) input indicators concern resources devoted to the project; (3) process indicators measure delivery activities related to project resources and achievement during implementation; (4) output indicators measure intermediate results (e.g., near end of donor involvement); (5) outcome indicators measure longer term results, after donor involvement. Ecology, Community Organization, and Gender (ECOGEN) has three types of indicators: (1) impact indicators measure effects on welfare, productivity, equity, and environment; (2) process indicators measure capacity building, organizational skills, leadership, and partnerships; and (3) sustainability indicators measure replicability, local ownership, cost-effectiveness, and environmental sustainability.
- It is easier to develop gender related outcomes and indicators for some program/project results. Results related to environmental bio-physical changes, power production, and infrastructure are more difficult for reporting on gender (but not impossible). Policy and institutional changes are intermediate in difficulty, and the easiest are changes in the status of social units (households, groups, communities) or individuals. All of these programs/projects have social, economic and political dimensions that can be translated into gender-related results. For protected areas and natural resource management, indicators can measure knowledge, attitude and behavior changes of constituencies; local involvement in resource management decision-making; or sustainable household land use. Policy is a participatory process that requires informed and active citizens, a particular set of issues that reflect different stakeholder and gender concerns and a set of gender impacts. USAID/Brazil has broken down institutional change into a series of changes—(1) improved accounting system, (2) ability to attract funding, (3) publications produced, etc., leading to the seventh step of “institutionalization of gender as part of strategic planning”) measured over time culminating in the ability of institutions to use gender analysis for planning, client satisfaction, and staff hiring and training.
- Data are used to describe, explain or predict. What are the reasons why this situation has come about? What activities and resources are involved? What are the gender needs? What processes are being used? Which people and places, sites and locations are involved? The types of sex-disaggregated data that you collect depend on your desired gender outcomes and selected indicators, your sector-specific issues, program specifics and the project or cultural context.

- Choices need to be made, based on time, money, experience, and level of detail required as to whether to use primary or secondary data, quantitative or qualitative data, lengthy or rapid methods (including participatory methods such as rapid rural appraisal, participatory rural appraisal and participatory learning and action. Data then can be collected through routine, general purpose or gender-focused studies. Where Mission staff are not involved directly in data collection, pairing expatriate and local gender consultants has worked well. Terms of reference should be explicit about sex-disaggregated data collection and methods and reports should be carefully checked.

#### **I. Best Practices (Fatou Rigoulot, Wanjiku Muhato and Jane Nandy)**

- Fatou Rigoulot, the former Regional Gender Advisor, REDSO/WCA, spoke of her experiences with several Missions. There were two levels of gender integration: institutions and programs. In her experience, a concrete Mission-level document related to gender is most important. She brought examples of Mission Orders from Guinea and Mali and a *Women in Development Mission Operations Manual* from Ghana.
- There needs to be a person for each SO who addresses gender issues. These people can come from all levels. She has seen successful situations in which the WID officer is a U.S. direct hire employee and the WID coordinator is a foreign service national. For USAID/Senegal, each Strategic Objective team had one gender focal point but they needed gender training. Even with SO gender focal points, there is still a need for a WID officer to organize information. The WID officers and the WID coordinators need more training in skills and analytical tools or their efforts will be rejected by Mission staff. In her opinion, the best placement of a WID officer is in the monitoring and evaluation positions at the Mission (e.g., USAID/Ghana). In this position, she or he has more leverage to demand sex-disaggregated data. Gender training needs to be organized for those most involved in monitoring and evaluation (NGOs, USAID and government staff).
- Wanjiku Muhato, Regional Gender Advisor, REDSO/ESA, discussed the new regional activities of REDSO/ESA. Gender is part of a new strategic support objective for cross-cutting issues, and this should strengthen gender support to Missions. WID officers in Africa can take advantage of current political changes and new opportunities created when their countries sign regional and international conventions. USAID can use these entry points to encourage signatory national governments to formulate USAID projects to support of these gender objectives. Women in the field are often far ahead of the programming of USAID Missions. For example, some African business women are rejecting enterprise projects that are only small-scale, grassroots, welfare approaches and are seeking support for their own organizations and favorable policy reform.
- To integrate gender effectively, there is a need for both a strong WID officer and strong support from the front office (the Mission director and deputy director) to work together to identify needs and support relevant activities. Unfortunately, most of the WID officers are trying to integrate gender without front office support. Also, the placement of a WID officer in the Mission's structure is often a statement of how highly WID/gender issues are prioritized by Mission management. The WID officer can play a valuable role in

coordinating, reminding colleagues about gender issues and stating gender outcomes and objectives. Often, their only opportunity to integrate gender is during the R-4 process. WID officers need more “marketing” training to show the results of gender integration to their colleagues.

- Front office support means consistent and institutionalized support that does not depend on the initiative of specific individuals who then move on to other Missions. Missions need to decide what it is that they want to do related to gender/WID. The WID Action Plans of the past helped Missions to focus on gender. Now, in her region of eastern and southern Africa, no Missions have these WID Action Plans.
- As gender is increasingly being left to the SO teams and staff responsibilities expand, gender advisors and officers find themselves becoming satisfied with very little—only paragraphs and phrases. We are selling ourselves short with this kind of minimal attention to gender issues and much more needs to happen. Opportunities are created via reengineering and the emphasis on monitoring and evaluation. Missions can refocus SOs and disaggregate data by sex to inform teams about trends and changes.
- Jane Nandy, Team Leader of USAID/Nepal’s Women’s Empowerment Strategic Objective, described the evolution of this SO and the high-level support for these activities (e.g., Secretary Albright, the U.S. Ambassador to Nepal, the USAID Mission director). Beginning in September 1995, this SO resulted from the reengineering consolidation of an eclectic group of activities. Improving the status of women was a common theme to activities in literacy, legal rights and advocacy and economic participation. Despite hurdles related to contracting, disparities in geographic range and client numbers, a reduction-in-force, potential budget cuts and unrealistic time frames, this SO has survived and thrived.
- From 1995-1997 (first generation), Jane worked with an expanded SO team of USAID staff and partners to do an extensive customer survey, conduct retreats and solicit proposals for rapidly increasing numbers of women reached and leveling the playing field across activities. From 1997-2000 (second generation), under new contractual agreements, two new partners (The Asia Foundation and a consortium of Partners Acting in Collaboration Together, Canadian Centre for International Studies and Cooperation, Save the Children and World Education) began the next three years of work. They plan to reach 100,000 women in 22 Districts in the Terai and MidWest Hills. To build on fertile ground and save time and energy, they are building upon synergies with other USAID activities (agriculture and health) and targeting women in already formed economic groups.
- Lessons learned include: (1) the need to carefully define empowerment (e.g., choices, personal or family well-being); (2) the importance of carefully defining cause and effect linkages for indicators and the SO by thinking about what is in your control, and modifying programs on an iterative basis; (3) the necessity of improving the status of WID work at USAID for foreign service officers and others; (4) the need for a “women’s block” across bureaus to provide horizontal support; (5) the need to have greater Agency

dialogue on when to employ cross-cutting women's strategic objectives versus a gender integration of sectoral SOs; and (6) the need for WID officer training to help improve the legitimacy of the position, teach them when to call in expertise, and identify their appropriate roles (i.e., activists or focal points).

**J. Investing in Women (Dr. Emmy Simmons, Deputy Assistant Administrator, Center for Economic Growth and Agricultural Development)**

- Dr. Emmy Simmons, the new Deputy Assistant Administrator of the G/EGAD, provided her perspectives on how attention to gender issues has changed during her 20 years with USAID and over the course of her nearly 30-year career. After completing her Cornell graduate work in agricultural economics (only the second female to do so), she began her career with a four-year stint on a household economics research team in Nigeria and learned to question many of the conventional assumptions about the economic behavior of women and households.
- This type of research has had an impact over the past 30 years on development and gender theory, in general, and on development practice at USAID in particular. Gender is increasingly seen as a key explanatory variable in patterns of economic growth and social development and more attention is being paid to participatory research, women entrepreneurs and women's roles as active contributors to the welfare of their families. Women are not seen only as passive beneficiaries of development.
- Over the last 20 years, USAID's WID work has evolved to a broader awareness of gender and less fear that making an activity for women only will spell certain marginalization. While support for improving women's economic roles has grown, it is still significantly less than is support directed to women's roles as mothers. There is greater attention to key categories of women in the economy, such as women microentrepreneurs, but attention to women's rights still lags as new rules are formulated to make economies market-competitive. Both within G/EGAD and Agencywide, there are a number of exciting programs working to engage women fully in economic and social change, such as girls' and women's education, women's business networking, women's leadership and participation in a growing number of women's NGOs, and work to end violence against women. In her opinion, greater numbers of USAID Missions are responding to gender concerns in the design, management, and evaluation of activities and using statistical information to foster greater leadership by women.

**K. Gender Integration at USAID (Barbara Turner, Senior Deputy Assistant Administrator, Bureau for Global Programs, Field Support and Research)**

- After graduate work in population, Barbara Turner began her USAID career in 1975 in the new Office of Women in Development (established after the passing of the 1973 Percy Amendment). Although there is still a lot of ground to be covered, she believes that the Agency has come a long way in moving gender to the forefront during her career at USAID. She worked in the Bureau for Europe and the New Independent States during the last six years. In that region, women are often the agents of change since many men are

associated with the “old guard.” Under the former Soviet system, women were equal to men in various realms (e.g., education, family law, politics), but post-Soviet legal reforms (i.e., land reform) are not ensuring equal rights for women and men.

- She sees a certain amount of momentum right now for gender issues. Post-Beijing follow-up work in a number of countries provides a great springboard for gender work. One tangible sign of the Clinton Administration interest is when Mrs. Clinton interacts with government officials and visits women’s groups on trips. Administrator Brian Atwood has supported the Gender Plan of Action, and he visits women’s groups overseas. The WID officers have the support of the administrator, his deputy administrator, the director of the Global Bureau and the Mission directors.
- The Global Bureau and G/WID are committed to helping the field with gender integration. She sees gender becoming a more routine “cross-cutting” issue. Every office at USAID is collecting data on women; G/WID is now much stronger on sectoral issues (e.g., violence against women, girls’ and women’s education) and has more tools and advisers to offer to Missions. The Agency strategy is to support gender issues by supporting appropriate policies and structures in our partner countries. This support requires commitment at the highest levels by policymakers. USAID is now supporting advocacy work and helping NGOs to learn to talk to leaders from the local to national level. Global Bureau also needs feedback from WOW participants and other WID officers about what works and what does not work.
- Discussion with participants focused on indicators to measure advocacy-related changes (a work in progress with NGO input); upcoming changes to the R-4 (now being revisited by the Global Bureau); possibilities for full-time WID officers or a WID foreign service backstop to be established (unlikely with the current budget but the need will be met through WID Fellows); and training, hiring based on gender expertise, and training quotas. New cooperative agreements and grants have gender requirements and if gender is not addressed, then Mission directors must sign waivers; next will be contracts and personnel agreements.

#### **L. Internet Gender Resources (Barbara Rodes)**

Presenter Barbara Rodes identified informational resources related to gender on the Internet, including the upcoming G/WID home page, and provided materials on search engines and strategies for accessing these resources. WOW participants requested an electronic means to share with other Missions their lessons learned, success stories, information regarding how other Missions are succeeding in establishing and achieving targets and indicators that reflect gender integration, sources of funding for partners training programs, guidance on R-4 reporting and indicators, ongoing updates of gender resources, and information and publications (i.e., Center for Documentation, Information and Evaluation). They also requested a G/WID resource center to answer questions.

### M. Facilitation, Strategic Influencing and Presentation Skills (Days 3 and 4)

- John Petit of Training Resources Group (TRG) led WOW participants through a series of hands-on skills building small group exercises. Most had no previous exposure to these topics. Each participant received a booklet discussing the topics and explaining each exercise. Expected outcomes included demonstrated abilities to use facilitation skills in small group discussions, to plan for and conduct a strategic influencing conversation, and to develop messages to convey primary ideas to an audience and steps for the preparation and delivering of an effective presentation.
- The Facilitation component included information on specific skills, ways to listen, and how to manage meeting energy, assess meeting problems, and develop solutions and deal with problem behaviors.
- The Strategic Influencing segment discussed power, means of identifying allies, skills needed to influence and identification of types of support needed. Group discussion about communication and power brought out a number of Mission-specific issues related to personal styles, power/status and educational levels, gender and cultural differences. For example, while Americans enjoy an intellectual and critical dialogue on ideas, host country staff often perceive this kind of discussion as a personal attack or overly critical and negative. It is clear that the Mission director sets the tone and norms for Mission meetings, in terms of respect for all staff (for example, letting junior staff and foreign service nationals speak more frequently so that they are heard and so they can develop professionally). Some Missions have penalties if norms are broken (i.e., requirements to bring refreshments to the next meeting).
- The session on Presentation Skills allowed participants to evaluate their own style, identify steps for presentation preparation and delivery, set presentation goals, profile audiences, develop messages and make an impact.

### N. Workshop Evaluations

- The participants self-rated their change in knowledge related to the workshop objectives and usefulness of the session at an intermediate to high level. The hands-on sessions during Days Three and Four were ranked the highest.
- **In their general comments, many participants stated their appreciation for the WOW:** They enjoyed “*the participatory nature of the workshop,*” “*the working environment*” and the “*openness of participants.*” Since this was “*the first time all WID officers were able to get together and bond with each other,*” the WOW helped to break the feeling of isolation (“*I’m not alone!*”). They also appreciated the opportunities to “*meet WID Office staffers and their partners as well as other participants who enriched the experience through sharing*” and “*now I know where resources (training and technical assistance) are and have put important networks in place (as well as putting G/WID names and faces together).*”

- **They were extremely enthusiastic about the skills building during Days 3 and 4:**  
*“Thanks for including this portion of the conference. TRG was so very useful. John was fantastic! He motivated the group and helped me improve leadership/meeting skills. TRG is fabulous.” “I’m ready to start using the skills as soon as I’m back.” “I have a draft plan of action for how to influence (my) Mission director.” “I will start using them (message development skills) as soon as possible and during my WOW presentation.”*
  
- **In general, the participants were very positive about the sessions.** They were generally impressed by G/WID staff and contractors and the senior USAID advocates for gender: *“nice to see good, supportive, high-level person who really understands the issues.”* They suggested various ways to manage and distribute time across sessions. They sought more advice on specific situations—e.g., *“how to deal with difficult senior managers and Mission directors”* and *“how to work with middle management who are fence-sitters.”* They wanted greater involvement of sectoral Global Bureau staff, male WID officers and more Mission colleagues. Some indicated interest in *“more lessons learned and sharing of experience of other officers,”* more information on the USAID Gender Plan of Action and more time devoted to developing specific participant commitments.

**APPENDIX 3**

**WOW NOTEBOOK COVER PAGE AND  
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TAB 8:	Economic Growth
TAB 9:	Environment
TAB 10:	Human Capacity Development Girls' and Women's Education
TAB 11:	Population, Health & Nutrition
TAB 12:	Resources: Bibliographies, Websites
TAB 13:	Analysis of WID Officer Registrations

**APPENDIX 4**

**WID OFFICERS' WORKSHOP PROGRAM**



## **WID OFFICERS' WORKSHOP**

**June 22-25, 1998**

**Holiday Inn, Rosslyn**

### **WORKSHOP PROGRAM**

**Session A: Monday, June 22, 8:30-10:00 AM**

#### **WELCOME, INTRODUCTIONS & OVERVIEW OF USAID & G/WID GENDER INTEGRATION STRATEGIES**

1. Participant introductions
2. Margaret Lycette: Welcome
3. G/WID, DEVTECH, and WIDTECH personnel introduce themselves
4. Discussion

Coffee Break (30 minutes)

**Session B: Monday, June 22, 10:30 AM-12:30 PM**

#### **GENDER ISSUES: OVERVIEW AND CURRENT SECTORAL ISSUES**

1. Overview of objectives and how session will work      Rekha Mehra
2. Presentations:
  - Gender Issues and Tools      Hilary Sims Feldstein
  - Democracy and Governance      Marcia Greenberg
  - Economic Growth      Jane Hopkins
3. Discussion of first three presentations
4. Presentations:
  - Environment      Mary Rojas
  - Human Capacity Development  
And Girls Education      Nagat El-Sanabary
  - Population, Health, & Nutrition      Joanne Spicehandler
5. Discussion of second three presentations
6. Wrap up      Rekha Mehra

**Session C: Monday, June 22, 12:30-2:00 PM**  
**LUNCH George Washington Room**  
**EMMY SIMMONS, DIRECTOR, EGAD CENTER**

CHAIR: Margaret Lycette

**Session D: Tuesday, June 23, 2:00-3:30 PM**  
**STRATEGIC GENDER OPPORTUNITIES IN MISSION PROGRAMMING**

1. Introduction—Big Picture for Performance Monitoring and other opportunities for integrating gender. Anne Fleuret
2. Discussion of further opportunities: small group work and plenary discussion

Coffee Break (30 minutes)

**Session E: Monday, June 22, 1998 4:00-5:30 PM**  
**GATHERING AND USING SEX-DISAGGREGATED DATA**

1. Presentation by Nancy Diamond
2. Small group work and plenary discussion

**Session F: Tuesday, June 23, 8:30-10:00 AM**  
**1. WELCOME BY BARBARA TURNER**  
**2. LESSONS LEARNED**

1. Muneera Salem Murdock: Introduction of Barbara Turner
2. Remarks by Barbara Turner and Q & A
3. Muneera Salem-Murdock: Overview of structural and programmatic framework
4. Panel Presentations
  - Wanjiku Muhato, USAID REDSO/ESA
  - Fatou Rigoulot, ex-USAID REDSO/WCA
  - Jane Nandy, SO3 Nepal, Women's Empowerment
5. Discussions in Regional Groups (25 min.)

Coffee Break (30 minutes)

**Session G: Tuesday, June 23, 10:30 AM-12:15 PM**  
***STRATEGIC OBJECTIVES WORKING GROUPS I***

**SECTOR WORKING GROUP TASKS**

1. Discuss sector-specific R-4s, structural, team or partner issues with sectoral gender experts and other WID officers working on those sectors
2. Identify lessons learned and/or best practices
3. Small Group Work
  - **DG:** Hannah Baldwin, Marcia Greenberg
  - **EG:** Jane Hopkins, Virginia Lambert, Rekha Mehra
  - **ENV:** Nancy Diamond, Mary Rojas
  - **HCD:** Nagat El-Sanabary, John Hatch, Christina Rawley
  - **PHN:** Laurie Krieger, Joanne Spicehandler

Lunch: 12:15-1:45

Internet Gender Resources by Barbara Rodes

**Session H: Tuesday, June 23, 1:45-3:30 PM (105 minutes)**  
***STRATEGIC OBJECTIVES WORKING GROUPS II***

- Same structure as Session G

Coffee Break (30 minutes)

**Session I: Tuesday, June 23, 4:00-5:30 PM**  
***Regional Meetings***

**FACILITATORS:**

**AFR:** Wanjiku Muhato, Fatou Rigoulet

**ANE:** Jane Nandy, Gretchen Bloom

**ENI:** Valerie Estes

**LAC:** Mary Rojas, Virginia Lambert

**6:00 DEPART FOR RECEPTION**

**Session J: Reception and Poster Session 6:00-8:00 PM**

**Location: JW Marriott, 1331 Pennsylvania Ave. NW, Washington, DC 20004, Floor B**

**Session K: Wednesday, June 24, 1998, 8:30 AM-12:30 PM**  
**SKILLS IN FACILITATION**

**FACILITATOR:** John Pettit, Training Resources Group (TRG)

**SESSION L: Wednesday, June 24, 1998, 2:00-5:30 PM  
SKILLS IN STRATEGIC INFLUENCING**

FACILITATOR: John Pettit, TRG

**SESSION N: Thursday, June 25, 1998, 8:30 AM-12:30 PM  
SKILLS IN PRESENTATION**

FACILITATOR: John Pettit, TRG

**SESSION O: Thursday, June 25, 1998, 2:00-3:30 PM  
PREPARATION FOR CLOSING SESSION**

FACILITATORS: Hilary Sims Feldstein, Nancy Diamond, Christina Rawley, John Pettit

**SESSION P Thursday, June 25, 1998 4:00-5:30 PM  
CLOSING SESSION**

GUESTS: Margaret Lycette and staff of Office of Women in Development

FACILITATOR: Nancy Diamond